

MontCAS: Montana Comprehensive Assessment System, Phase 1, Year 6 Test Coordinator Training February 2006

Office of Public Instruction, Linda McCulloch, Superintendent



MontCAS, Phase 1, Spring 2006 Testing



Welcome to the 2006 Test Coordinator Training for the Montana Comprehensive Assessment System, Phase 1. As you know, Phase 1 is the administration of the Iowa Tests which are norm-referenced tests (NRT).

This training CD was developed by the Office of Public Instruction and Riverside Publishing Company, the publisher and test contractor for MontCAS, Phase 1.

No part of this work may be exported without written permission from Judy Snow, State Assessment Director at the Montana Office of Public Instruction.

My name is Brittanny Black, Administrative Assistant at the Office of Public Instruction. I will be discussing the slides regarding Phase 1 of the testing program.

2006 Montana Comprehensive Assessment System (MontCAS)

Phase 1

- Norm-referenced test—the lowas
- Calculator use by IEP only
- Grades 4, 8, 11
- Reading, language arts, math, social studies, science
- Multiple choice
- Timed test
- March 22 – April 12, 2006
- Alternate Assessment Scales
- Funded by the state

Phase 2

- Criterion-referenced test
- Calculator use for all students on portions of the test
- Grades 3- 8, 10
- Reading and math
- Multiple choice, math short answer and constructed response
- Untimed test with guidelines
- March 6 – March 29, 2005
- Evidence-based alternate
 - Feb. 13 – March 29, 2005
- Funded by NCLB

MontCAS, Phase 1, Spring 2006 Testing

2



MontCAS, Phase 1, is required by the State in grades 4, 8, and 11 in reading, language arts, math, social studies, and science.

The state testing window for Spring 2006 is March 22 – April 12, 2006. Systems and schools must schedule their testing, including make-ups, within that window.



Table of Contents

Topic	Slide #	TC Guide Page #
Materials and Contact Information	5-6	3, 30
General Procedures	8	10
Important dates	9	2
Time requirements for tests	10	4
Whom to test	12	5
Options for Testing	13	6-7
Accommodations	14-17	8-9
Calculators	18	9
Coding	25-45	22-29
Sample Answer Document	45	29
Alternate Assessment	46-55	24-25
Training and Test Security	60-65	10

MontCAS, Phase 1, Spring 2006 Testing

3



This table of contents slide shows the main topics covered in this slide presentation and includes the slide number (s) for the topics as well as the page numbers in the 2006 Test Coordinator Guide.

Materials



<http://www.opi.state.mt.us/assessment/index.html>

- *2006 Montana Guide for Test Coordinators and Administrators*
- 2006 Training Power Point
- *OPI Guidelines and Procedures for Test Security*
- 2002 Alternate Assessment Scales, grades 4, 8, 11 as needed
- *2002 Assessment Handbook, Volume 3*

MontCAS, Phase 1, Spring 2006 Testing

4



In your pre-test materials folder from Riverside, you received the 2006 Montana Guide for Test Coordinators and Administrators. This guide is also available online.

In the folder is a new OPI publication, OPI Guidelines and Procedures for Test Security. Included on this CD is a PowerPoint slide show summarizing the publication.

The Alternate Assessment Scales for grades 4, 8, and 11 and the Assessment Handbook, Volume 3 were updated in 2002. You may use remaining copies from previous years, or you may go online to download and print copies as needed.

Materials From Riverside

- Directions for Administration
 - Levels 9-14
 - Grade 4 = level 10
 - Grade 8 = level 14
 - Levels 15 – 17/18
 - Grade 11 = level 17/18
- Student Test Booklets, Grades 4, 8, and 11
- Student Answer Documents, Grades 4, 8, and 11
- Grade 4 Practice Tests and Directions
- Large-Print and Braille Booklets



MontCAS, Phase 1, Spring 2006 Testing

5



Directions for Administration have been provided by Riverside and should be among your stored materials from the spring 2005 test administration.

Student Test Booklets should also be in the materials you have kept securely stored since the spring 2005 test administration.

Student answer documents and Grade 4 practice tests with directions will be shipped to you from Riverside Publishing between Feb. 23 – Feb. 28.

Please inventory all the above materials. If you need more of any of them, please use the FAX ME form found in the pre-test materials folder.

For Large-Print and Braille Booklets, please contact Meredith Durgin at Riverside Publishing Company---1-800-767-8420 x6094.

OPI Contacts

- Judy Snow, Assessment
 - 406-444-3656; jsnow@mt.gov
- Brittany Black, Assessment Assistant
 - 406-444-4431, bblack@mt.gov
- Bob Runkel Special Education
 - 406-444-4429; brunkel@mt.gov
- BJ Granbery, Title I
 - 406-444-4420; bjgranbery@mt.gov
- Lynn Hinch, ELL
 - 406-444-3482; lhinch@mt.gov
- Angela Branz-Spall, Migrant Education
 - 406-444-2423; angelab@mt.gov
- Raelen Williard, OPI Resource Center
 - 406-444-2082; rwilliard@mt.gov



MontCAS, Phase 1, Spring 2006 Testing

6



Your OPI contacts are listed on this slide.

Riverside Contacts

- Information on Materials

- Meredith Durgin

- 800-323-9540x6094
 - meredith_durgin@hmco.com

- Rosemary Kiney

- 800-323-9540x7078
 - rosemary_kiney@hmco.com



- Riverside Products and Services

- Richard Hills

- 800-323-9540x7748
 - richard_hills@hmco.com



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Your Riverside contacts are listed on this slide.

General Procedures 2006

- Prior to Test Administration
 - Inventory
 - Prepare
 - Student identification information
- Administer the test
- After the test
 - CODING
 - **Check answer documents**
 - Identification sheets
 - Packaging
 - Returning materials to Riverside
 - Storing materials
- Upon receiving reports
 - Report verification form



Guide p 10

MontCAS, Phase 1, Spring 2006 Testing

8



This slide contains a checklist of general procedures prior, during, and after testing.

Important Dates - 2006

Feb. 1-3	Pretest packages mailed to system test coordinators
Feb. 23-28	New answer documents and grade 4 practice test materials mailed to system test coordinators
March 6-20	Systems provide local test administration training Systems inventory and distribute testing materials
March 21-22	Grade 4 practice tests (optional)
March 22 – April 12	Testing window
April 14, 2006	Last day to return answer documents to Riverside



MontCAS, Phase 1, Spring 2006 Testing

9



This slide contains the timeline for spring 2006 testing.

As you can see, new answer documents and grade 4 practice test materials will be mailed to system test coordinators Feb. 23-28.

By March, you can begin to inventory materials to determine needs. At this time, you may need to use the FAX ME form provided in your pre-test materials folder. The form is faxed to the Riverside FAX number provided on the form.

March 21 and 22 are the recommended dates for the optional Grade 4 practice tests.

The testing window is March 22-April 12. Systems and schools need to schedule their testing, including make-up tests, within that window.

As soon as your system has completed testing, please assemble answer documents to return to Riverside. The last day to return the answer documents is April 14.

Answer documents are scored in the order in which they are received, and test results are sent to systems in the same order.



Time Requirements - 2006

Subject	Grade 4	Grade 8	Grade 11
Reading	70 minutes	70 minutes	55 minutes
Language Arts	66 minutes	66 minutes	50 minutes
Mathematics	75 minutes	75 minutes	55 minutes
Social Studies	30 minutes	30 minutes	40 minutes
Science	30 minutes	30 minutes	40 minutes
Sources of Information	55 minutes	55 minutes	20 minutes
Total Time	5 hours, 26 minutes	5 hours, 26 minutes	4 hours, 20 minutes

Guide p 4

MontCAS, Phase 1, Spring 2006 Testing

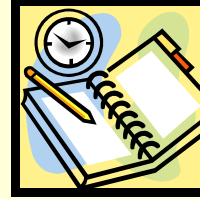
10



The Iowa Tests are timed tests. This slide shows the time requirements for each grade and subject.

Scheduling - 2006

- Multi-grade administration
- The Iowa Tests Directions for Administration
 - Illustrative Schedules



MontCAS, Phase 1, Spring 2006 Testing

11



In small schools or systems, remember that grade 4 and 8 can be administered together.

Time Requirements are spelled out on page 4 in the “Guide” and you can see the illustrative schedules in the Iowa Test Directions.



Whom to Test



All students in accredited Montana schools in grades 4, 8, and 11. Includes:

- Students identified as having disabilities including students with 504 plans
- Students identified as having Limited English Proficiency
- Part-time students—in system 181 hours or more for the school year and not yet 19 years old
- Foreign-exchange students

Guide p 5

MontCAS, Phase 1, Spring 2006 Testing

12



All students in grades 4, 8, and 11 in Montana schools accredited by the Board of Education are required to participate in testing including students identified as having disabilities and/or Limited English Proficiency, or those students who are part time or who are foreign-exchange students.



Options for Participation

- No accommodations
- Standard accommodations (**page 8** of the *Guide*)
- Non-standard accommodations
- Alternate Assessment Scales (AAS)

NOTE: Depending upon IEP and LEP plans, a combination of the options may be used

Guide pp 6-7

MontCAS, Phase 1, Spring 2006 Testing

13



Students have many options for participation, including no accommodations, standard accommodations, non-standard accommodations, and/or the alternate assessment scales.

Accommodation Categories

The National Center on Education Outcomes has organized accommodations into categories based on what is *changed* in the testing process.

- Setting
- Presentation
- Timing
- Response
- Scheduling



MontCAS, Phase 1, Spring 2006 Testing

14



We have borrowed an organizational scheme from the National Center on Educational Outcomes developed as a way of talking about the various forms of accommodation. The Center has 5 categories that describe accommodations based on what is *changed* in the testing process if accommodations are used. These categories will be used throughout the remainder of my discussion of both standard and nonstandard accommodations.



Accommodations Standard and Non-Standard

- Accommodations are for students with **current** IEPs, 504s or instructional plans for LEP students.
- The special education teacher or instructional plan teacher will have the information and should make arrangements with the classroom test administrator prior to testing .
- Accommodations are determined on an individual basis by **current** IEPs for special education and 504 students and by the instructional team for LEP students.
- Test Coordinator must ensure that the document answer form is coded to indicate student status as student with a disability or LEP.

MontCAS, Phase 1, Spring 2006 Testing

15



The Key word here is “current.” In MontCAS Phase 1, accommodations are available only to students with current IEPs, 504 plans, or LEP plans.

Advance planning is essential for accommodations, because, in some cases, accommodations require specific arrangements. An example is a student who requires testing in an alternate setting. Special arrangements could include reserving a location and assigning a trained test administrator to administer the test.

Accommodations are determined on an individual, not group, basis



Standard Accommodations

- Accommodations found to have no impact on test validity identified as “standard” by Riverside Publishing
- Standard accommodations are identified and defined in the Montana Guide for Test Coordinators and Administrators (Page 8)
- Students who take the test with a standard accommodation must be coded as SE, 504, or ELL (LEP) in the Program(s) section of test answer document
- Calculator use must be specified in IEP, 504, or ELL (LEP) Plans
 - In order to be considered an acceptable standard accommodation, calculator use may not occur during the computation or estimation portion of the test.
 - More detailed Information on calculator use is on page 9 of the Guide.

Guide p 8

MontCAS, Phase 1, Spring 2006 Testing

16



Those accommodations considered to be “standard” have been identified as such by the publishers of The Iowa Tests. When validating successive revisions of The Iowa Tests, Riverside Publishing has conducted studies to determine the impact of various forms of accommodations on the validity of the test scores. Those accommodations that have been found to have no impact on test validity are considered to be “standard” accommodations.

See page 8 in the *Guide* for a list of standard accommodations

Any calculator use on the Iowa Tests must be specified in an IEP or 504. Calculator use is considered standard only if the use is **NOT for Computation or Estimation**. If the calculator use is for computation or estimation, it becomes a non standard accommodation.



Nonstandard Accommodations

- Anything not identified as standard is nonstandard.
- Students who take the test with a nonstandard accommodation must be coded as SE, 504, or ELL (LEP) in the Program (s) section of test answer document
- Examples of nonstandard accommodations
 - Calculator required for computation or estimation
 - Oral reading of test required for vocabulary and reading comprehension
- Braille version of test is treated as nonstandard
- Students who complete subtests using nonstandard accommodations must also be assessed in this same content area with the Alternate Assessment Scale

See chart in *Guide* p 9

MontCAS, Phase 1, Spring 2006 Testing

17



There are students who will require accommodations that do not fall within the scope of accommodations just described. By default, anything that is not standard falls under “nonstandard.” This means that the accommodation has either not been examined in validation studies, or, when provided, the accommodation clearly alters what is being tested.

The Braille version of the test is an example of a nonstandard accommodation. Some of the test items on the Braille version of the test have been altered to allow for the fact that the test taker does not have sight; thus, the scores from this version of the test cannot be combined with scores of versions administered with standard accommodations or with no accommodations.

Having a reading test “read aloud” fundamentally changes what is evaluated in that subtest.

Students who receive nonstandard accommodations must also be assessed with the Alternate Assessment Scale in the content areas in which nonstandard accommodations were used. For example, if the reading comprehension portion of The Iowa Tests was read aloud to a student, the Reading Scales of the Alternate Assessment would also have to be completed.



Calculators



- Not allowed unless specified in a current IEP, 504 or ELL (LEP) plan
 - It is a standard accommodation if it is **not used in the computation section of the test**
 - It is a non standard accommodation **if it is used for the computation section of the test**. If non-standard, alternate assessment is required.
- Special education teacher will have the information and should notify the classroom administrator well ahead of time
- Ignore the directions for calculator use in the publication from Riverside, “Directions for Administration” and do not bubble the “Y” or “N” circles on any math portion of the answer document

Guide p 9

MontCAS, Phase 1, Spring 2006 Testing

18



Page 9 of the *Guide* gives detailed information on calculator use. It is suggested that test coordinators make multiple copies of that page to include during training, and that test coordinators distribute copies to all test administrators in advance of testing.

- If the student’s current IEP requires a calculator for math problem solving and data interpretation (grade 4, level 10 and grade 8, level 14) or mathematics concepts and problem solving (grade 11, level 17/18), this calculator use is considered a standard accommodation. In cases such as this, the student’s scores are calculated with the other scores, and no special coding is necessary.
1. If the current IEP requires a calculator for computation or estimation, use of the calculator changes the intent and content of the test, so the use is considered a nonstandard accommodation. In these cases, the student’s scores are not calculated with the rest of the math scores, and the student needs to have the Alternate Assessment Scale in math administered **and recorded on the answer document**. Special coding is necessary
 2. In the “Office Use” section, bubble the number of the test for which the calculator was used as a nonstandard accommodation
 3. Administer the Alternate Assessment scale and bubble the score in row “G” of the “Test Administrator Use Only” Section of the answer document.
 4. Samples of these areas on the answer document will be shown in later slides.
 5. Make certain this information is in the classroom test administrators’ lesson plans with school contact information about calculators.



Alternate Assessment Scales (AAS)

- Alternate approach to gathering student performance information, intended for small percentage of students who are unable to take The Iowa Tests, even with accommodations
- Reminder: Students who complete subtests using nonstandard accommodations must also be assessed in this same content area with the Alternate Assessment Scale

See chart in *Guide* p 6

MontCAS, Phase 1, Spring 2006 Testing

19



The Alternate Assessment Scale is really the ultimate accommodation, since it provides a testing option for students who cannot be fairly evaluated relative to the content and/or format of the standardized test.

The Alternate Assessment Scale is the likely testing option for students with the most severe disabilities and those who have little understanding of English. This form of assessment is also required for those students who take any part of The Iowa Tests with nonstandard accommodations.

The relevant
question is not WHO
should participate,
but HOW?



MontCAS, Phase 1, Spring 2006 Testing

20



The language of both the Individuals with Disabilities Education Act and the current Title I legislation underscores the fact that the only question about participation when testing students with disabilities and students with Limited English Proficiency is the question of “*how*”?

Participation option is not an “all or nothing” decision

- Student form of participation might vary across subtests
- Test answer form must accurately depict the form(s) of participation



MontCAS, Phase 1, Spring 2006 Testing

21



It is important to point out that the manner in which a student participates in testing may vary across areas being tested. It is possible that a student might be able to take take The Iowa Tests in some areas, but require the Alternate Assessment in others. When a student does participate in various ways, it is critical that the test answer document be coded to reflect the various forms of participation.

Involvement of

- Students with Limited English Proficiency (LEP)
- Students with an IEP
- Students with a 504 Plan



Guide p 26

MontCAS, Phase 1, Spring 2006 Testing

22



The groups of students that, in the past, were most likely to have been excused from the testing process are the three groups you see identified on the screen: students with Limited English Proficiency, students that have been identified as exceptional, and therefore have an IEP; and students with disabilities who have 504 plans.

The sections of both federal and state law that address the involvement of these groups of students in the state assessment system are included in the Assessment Handbook, Volume 3. For the purposes of Title 1, this document references the language of the 1994 revisions to the Title I legislation. While it will be necessary to update this with the language included in the new legislation – No Child Left Behind – recently passed by Congress, it is safe to say that the requirement for participation of all students has not changed for MontCAS Phase 1.

Determining Options for LEP (ELL) Students - 2006



Base accommodations for LEP students on

- The individual needs of the student
- Individual classroom performance

MontCAS, Phase 1, Spring 2006 Testing

23



For example, if a student has demonstrated a level of comprehension but reads at a slow pace, he might benefit from extended time. A student who is literate in her native language and has received instruction in that language might benefit from the use of a dictionary if she is accustomed to using one in her daily work.

Many schools and systems have an instructional team that determines what kind (s) of accommodations an individual student needs, similar to an IEP.

American Indian LEP students in Montana often. . .

- Lack proficiency in English and their native languages
- Are not active speakers of their native languages



MontCAS, Phase 1, Spring 2006 Testing

24



In order to be considered Limited English Proficiency or LEP, a student does not have to be a proficient speaker of his or her native language.



Coding



Coding by Students- 2006 Before Taking the Test

- Student Information Box
 - Name
 - Date of Birth
 - Gender
 - Test Form – A
- Student ID Number—optional
- Grade 11 students—vocational education concentrator

Guide pp 22-24

MontCAS, Phase 1, Spring 2006 Testing

26



Some systems and schools purchase bar code labels from Riverside, so that coding at the time of testing is not needed. If your system or school does participate in the optional Riverside bar code label program, please follow the Riverside Guide for initial coding and for changes that occur at the time of testing.

The student information box on the answer document should be completed by students or school personnel before testing. Time should be allotted for this task.

MontCAS uses Test Form A.

Grade 11 students who are vocational concentrators must complete the code box in the Test Administrator Use portion of the answer document. Details are included on page 23 of the *Guide*.

Student Coding

Vocational
Concentrator

TEST ADMINISTRATOR USE ONLY																										
Code	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
B	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
C	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
D	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
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G	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	
H	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	
I	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	
J	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	
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State:

LAST NAME												FIRST NAME												DATE OF BIRTH	
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Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	

DATE OF BIRTH	
<input type="radio"/> JAN	Year
<input type="radio"/> FEB	0 0
<input type="radio"/> MAR	1 1
<input type="radio"/> APR	2 2
<input type="radio"/> MAY	3 3
<input type="radio"/> JUN	4 4
<input type="radio"/> JUL	5 5
<input type="radio"/> AUG	6 6
<input type="radio"/> SEP	7 7
<input type="radio"/> OCT	8 8
<input type="radio"/> NOV	9 9
<input type="radio"/> DEC	0 0

G
☐ I
☐ I

ITBS
FORM
☒ A
☐ B

FORM A

MontCAS, Phase 1, Spring 2006 Testing

27

This slide shows a sample of the answer document area for student coding. The vocational coding section is directly above the last name grid. Note, that the form of the test is A for the the ITBS (grades 4 and 8) and the ITED (grade 11).



Coding by School Personnel - 2006

After Student Has Completed the Test

- Absent
 - Test Administrator Use Only, column A
- An answer document is needed for every student enrolled, including those students who are absent for the entire test
- Students who are **absent for the entire set of tests** need to have a fully coded answer sheet submitted for them.
- If students are absent for PART of the test but are present and take any of the test, **DO NOT CODE AS ABSENT.**
 - Students will receive scores for the part of the test taken
- Please make arrangements for makeup tests.

Guide pp 23-24

MontCAS, Phase 1, Spring 2006 Testing

28



After students complete the test, school personnel need to code several areas.

If a student is absent for the entire test, the answer document must be coded to indicate absence for the entire test.

If a student is absent for only part of the test and participates in any part of the test, the student is NOT coded as absent.

Absent Coding ONLY If Student is Absent for Entire Test

MontCAS, Phase 1, Spring 2006 Testing

29



This side shows the area for coding a student who is enrolled but absent for the entire test. Bubble A1 in the Test Administrator Use Only portion of the answer document.



Coding by School Personnel - 2006 After Student Has Completed the Test

Race/Ethnicity



- OPI recommends that test administrators complete this after testing so that it agrees with system records.
- Mark only one
 - 1 = American Indian or Alaska Native
 - 2 = Asian
 - 3 = Black or African American
 - 4 = Hispanic
 - 5 = Native Hawaiian or Other Pacific Islander
 - 6 = White
- Do not use “other”

MontCAS, Phase 1, Spring 2006 Testing

30



School personnel code ethnicity consistent with school records.

Mark only one.

Do not use “other.”

Race Ethnicity Coding

Coding by School Personnel - 2006

After Student Has Completed the Test

Mark ONLY one. Do not use "Other."

Partia

Grade: _____

ER

ALE

E

COGAT LEVEL

☐ A

☐ B

☐ C

☐ D

☐ E

☐ F

☐ G

☐ H

RACE/ETHNICITY

(Mark all that apply)

☐ American Indian or Alaskan Native

☐ Asian

☐ Black or African American

☐ Hispanic or Latino

☐ Native Hawaiian or Other Pacific Islander

☐ White

☐ Other

MontCAS, Phase 1, Spring 2006 Testing

31



Although the answer document says to mark all that apply, MontCAS directs that you mark only one.

The other space is not used by MontCAS.

The reason for these discrepancies is that the answer document is an off-the-shelf product used by other systems, schools, and states. Marking only one and not using the other category insures that the demographic data is consistent with Montana procedures.



Coding by School Personnel - 2006

After Student Has Completed the Test

- Programs
 - SE
 - 504
 - F/RL
 - GT
 - ELL (LEP)
 - MG
 - TI L
 - TI M
 - Other 1
 - Other 2

Guide pp 26-27

MontCAS, Phase 1, Spring 2006 Testing

32



Program coding is extremely important.

It includes

SE and 504: Students who have individual education plans (IEPs) and are designated as special education students or 504 students.

F/RL: Students who qualify for free or reduced lunch

GT: Students identified and served as gifted students

ELL (LEP): Students who are English Language Learners or with Limited English Proficiency

MG: Students who are migrant status

TI L, Title students in language arts, and TI M, Title students in math. These are optional categories not required by MontCAS.

Other 1: Student has not been enrolled in the school the entire academic year (entire academic year is defined as entered on or before the official Fall Enrollment Count and continues through the first day of the school's testing window)

Other 2: Is the same as Other 1 for the district. Student has not been enrolled in the school the entire academic year (entire academic year is defined as entered on or before the official Fall Enrollment Count and continues through the first day of the school's testing window)

Free/Reduced Lunch Coding

Due to the confidential nature of this designation, the answer document must be coded by:



1. A system or school building test coordinator, OR
2. The local school system official who determines free and reduced price eligibility (i.e., school food official)

Guide p 26

MontCAS, Phase 1, Spring 2006 Testing

33



This designation, like all program information, needs to be completed after the student has completed testing.

This should be the last item coded because it is extremely confidential. In addition, this information must be coded by a system or school building test coordinator or the school system official who determines free and reduced price eligibility.

This information should not be seen by the student, the test administrator, or anyone other than the personnel listed on this slide.

More detailed information is in the *Guide* on page 26.

Limited English Proficiency (LEP/ELL) refers to...

- (1) individuals who were not born in the US or whose native language is a language other than English;
- (2) individuals who come from environment where a language other than English is dominant;
- (3) individuals who are American Indian and Alaskan Natives who come from environments where a language other than English has had a significant impact on their level of language proficiency;



Guide p 26

MontCAS, Phase 1, Spring 2006 Testing

34



Both language impact and academic achievement must be considered.
Not all students who have an impact in their lives from another language have language difficulties in school.
In Montana, the majority of LEP students are American Indian children.

Limited English Proficiency (cont'd)

AND

who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language.

Guide p 26

MontCAS, Phase 1, Spring 2006 Testing

35



It is important to distinguish here that one of the three descriptions listed on the previous slide in combination with this statement is needed to consider a student LEP.

Lynn Hinch is the OPI bilingual specialist, who can answer questions about LEP. Her contact information is on slide 6.

Migrant (MG) Refers to

1. A child whose parent or guardian is a migratory agricultural worker, including a migratory dairy worker or migratory fisher;
AND
2. Who, in the preceding 36 months, has moved from one school system to another in order that said parent/guardian obtain temporary or seasonal agricultural work



Guide p 27

MontCAS, Phase 1, Spring 2006 Testing

36



Students with migrant status are children whose parents or guardian is a migratory agricultural worker. In the preceding 36 months, the parent or guardian has moved in order to obtain temporary or seasonal agricultural work. The child has moved with the parent and the move has necessitated moving from one school system to another.

Migrant Cont'd

- Those schools where migrant children have been identified and certified for services during the regular school term-(specifically, those students for whom a completed Certificate of Eligibility is on file at the Office of Public Instruction Migrant Education Program), code as "migrant"--MG.
- If you have questions regarding migrant certification, please contact the MEP office at 1-800-580-0740

Guide p 27

MontCAS, Phase 1, Spring 2006 Testing

37



Students with migrant status have a completed Certificate of Eligibility on file at the Office of Public Instruction.

Please call the number on the slide for more information or the director of Migrant services at OPI, Angela Branz-Spall. Her contact information is on slide 6.

Program Coding

Coding by School Personnel - 2006

After Student Has Completed the Test

PROGRAM(S)	
<i>(Mark all that apply)</i>	
<input type="radio"/> SE	<input type="radio"/> MG
<input type="radio"/> 504	<input type="radio"/> TI L
<input type="radio"/> F/RL	<input type="radio"/> TI M
<input type="radio"/> GT	<input type="radio"/> Other 1
<input type="radio"/> ELL	<input type="radio"/> Other 2

MontCAS, Phase 1, Spring 2006 Testing

38



This slide shows the box for coding program information on the answer document. The direction to mark all that apply is correct for MontCAS. A Montana student may be coded for more than one program category.



Coding by School Personnel - 2006

After Student Has Completed the Test

- Alternate assessment scores
- Partial alternate assessment participation
- Exclusions from calculations
 - Braille
 - Alternate assessment in all subjects
 - High school foreign exchange student
 - Students not enrolled in an accredited Montana school

Guide p 25

MontCAS, Phase 1, Spring 2006 Testing

39



The Test Administrator Use and Office Use sections of the answer document are for coding of alternate assessment information, students who participated in the Braille version of the test, foreign exchange students, and students not enrolled in an accredited Montana school. Accurate coding in these areas insures that student results are excluded from school, system, and state averages when such exclusion is appropriate.

The students not enrolled in an accredited Montana school include students in private schools that are not accredited by the Montana Board of Public Education. These schools may participate in MontCAS, but the students' results are not calculated with results of students in an accredited school.

Also included in this category are "home-schooled" students. The parents of a "home-schooled" student can request that their student (s) participate in MontCAS. Usually, the request is made to county superintendents who then make arrangements for the testing.

Coding by School Personnel - 2006

After Student Has Completed the Test



- **Partial alternate assessment**
 - Office Use Only
 - Y for subject (s) in which Alternate Assessment Scale was administered
 - Reading = 1 and/or 2
 - Writing (Language Arts) = 3, 4, 5, and/or 6
 - Math = 7, 8, and/or 9
 - Social studies = 10
 - Science = 11

Guide p 25

MontCAS, Phase 1, Spring 2006 Testing

40



As you know, there are several options for participation. To give students the full benefit of the options, accurate coding is necessary.

Students may take some, but not all, of the five subjects tested through the Alternate Assessment Scale. This is specified in the student's IEP and happens for one of two reasons:

1. A nonstandard accommodation was used, such as reading aloud of the reading test. This means the student took the regular test but with a nonstandard accommodation. Whenever a nonstandard accommodation is used, the Alternate Assessment Scale in that subject must be administered.
2. The IEP may require the alternate assessment scale in that subject instead of taking the test with a non standard accommodation.

When a student takes some, but not all, of the five subjects tested through the Alternate Assessment Scale, the subjects need to be identified in the Office Use only section of the answer document. The alternate assessment score entered for the subject (s) needs to be entered in the Test Administrator Use Only section of the answer document.

Coding Nonstandard Accommodations for All or Parts of the Test

Grade: _____	
ETHNICITY (Check all that apply) American Indian or Alaskan Native Asian Black or African American Hispanic or Latino Native Hawaiian or Other Pacific Islander Other Information Field 2 Field 3	OFFICE USE (Y) (N) 1 (Y) (N) 2 (Y) (N) 3 (Y) (N) 4 (Y) (N) 5 (Y) (N) 6 (Y) (N) 7 (Y) (N) 8 (Y) (N) 9 (Y) (N) 10 (Y) (N) 11 (Y) (N) 12 (Y) (N) 13

ITBS	Office Use No.	ITED
Vocabulary	1	Vocabulary
Reading Comprehension	2	Reading Comprehension
Spelling	3	Language: Revising Written Materials
Capitalization	4	Spelling
Punctuation	5	Math: Concepts & Problem Solving
Usage and Expression	6	Computation
Math Concepts	7	Analysis of Social Studies Materials
Math Problem Solving	8	Analysis of Science Materials
Math Computation	9	Sources of Information
Social Studies	10	N/A
Science	11	N/A
Maps and Diagrams	12	N/A
Reference Materials	13	N/A

(This is Table 4 from the Assessment Handbook)

Guide p 24

MontCAS, Phase 1, Spring 2006 Testing

41



This slide shows the Office Use section and a key for the subjects. For each subtest administered with nonstandard accommodations, fill in the “Y” in the designated row of the “Office Use” section of the test answer document.

The key on the right section of the slide lists the subjects for the ITBS (grades 4 and 8) on the left and for the ITED (grade 11) on the right. Marking “Yes” for any number for a subject in the Office Use section indicates the alternate assessment must be administered and the score must be entered.

The key to the numbers in the Office Use section is:

Reading = 1 and/or 2

Writing (Language Arts) = 3, 4, 5, and/or 6

Math = 7, 8, and/or 9

Social studies = 10

Science = 11



Coding by School Personnel - 2006

After Student Has Completed the Test

Exclusions, Test Administrator Use Only

- Braille: Z0
- Alternate in all subjects: Z1
- Foreign exchange students: Z8
- Students not enrolled: Z9

Guide p 25

MontCAS, Phase 1, Spring 2006 Testing

42



Students whose results are not calculated in state, system, or school averages need to be coded in the Test Administrator Use section of the answer document.

Coding

Nonstandard Accommodations for the Braille Version of the Iowa Tests

3 A B C D E 35 A B C D E 47 A B C D E 59 A B C D E
 4 A B C D E 36 A B C D E 48 A B C D E 60 A B C D E

TEST ADMINISTRATOR USE ONLY												
G	H	I	J	K	L	M	N	O	P	Z	PROGRAM(S)	
0	0	0	0	0	0	0	0	0	0	0	(Mark all that apply)	
1	1	1	1	1	1	1	1	1	1	1	<input type="radio"/> SE	<input type="radio"/> MG
2	2	2	2	2	2	2	2	2	2	2	<input type="radio"/> S04	<input type="radio"/> T1 L
3	3	3	3	3	3	3	3	3	3	3	<input type="radio"/> F/RL	<input type="radio"/> T1 M
4	4	4	4	4	4	4	4	4	4	4	<input type="radio"/> GT	<input type="radio"/> Other 1
5	5	5	5	5	5	5	5	5	5	5	<input type="radio"/> ELL	<input type="radio"/> Other 2
6	6	6	6	6	6	6	6	6	6	6		
7	7	7	7	7	7	7	7	7	7	7		
8	8	8	8	8	8	8	8	8	8	8		
9	9	9	9	9	9	9	9	9	9	9		
No	No	No	No	No	No	No	No	No	No	No		

Teacher: _____
 School: _____
 City (System): _____
 State: _____

MontCAS, Phase 1, Spring 2006 Testing

43 

For students taking the Braille Version of the test, which is a nonstandard accommodation, fill in the "0" circle of Column Z in the "Test Administrator Use Only" section of the test answer document. No other coding is required since this accommodation applies to all subtests.

Coding

Alternate Assessment IF Administered in ALL SUBJECTS

A B C D E		35	A B C D E		47	A B C D E		59	A B C D E	
A B C D E		36	A B C D E		48	A B C D E		60	A B C D E	

TEST ADMINISTRATOR USE ONLY												
G	H	I	J	K	L	M	N	O	P	Z	PROGRAM(S)	
0	0	0	0	0	0	0	0	0	0	0	(Mark all that apply)	
1	1	1	1	1	1	1	1	1	1	1	<input type="radio"/> SE	<input type="radio"/> MG
2	2	2	2	2	2	2	2	2	2	2	<input type="radio"/> 504	<input type="radio"/> TI L
3	3	3	3	3	3	3	3	3	3	3	<input type="radio"/> F/RL	<input type="radio"/> TI M
4	4	4	4	4	4	4	4	4	4	4	<input type="radio"/> GT	<input type="radio"/> Other 1
5	5	5	5	5	5	5	5	5	5	5	<input type="radio"/> ELL	<input type="radio"/> Other 2
6	6	6	6	6	6	6	6	6	6	6		
7	7	7	7	7	7	7	7	7	7	7		
8	8	8	8	8	8	8	8	8	8	8		
9	9	9	9	9	9	9	9	9	9	9		
No	No	No	No	No	No	No	No	No	No	No		
											Teacher: _____	
											School: _____	
											City (System): _____	
											State: _____	

MontCAS, Phase 1, Spring 2006 Testing

44



If the Alternate Assessment scale was used for all subjects, fill in the circle marked "1" in the Z column of the Test Administrator Use Only section of the answer document.



Coding by School Personnel - 2006

After Student Has Completed the Test

Alternate Assessment Scores—partial and complete

- Test Administrator Use Only
- Columns G – K: Enter a score for each subject in which the Alternate Assessment was administered
 - G = Reading
 - H = Writing (Language Arts)
 - I = Math
 - J = Social Studies
 - K = Science

Guide p 25

MontCAS, Phase 1, Spring 2006 Testing

45



Scores for the subject (s) in which the alternate assessment scales were used need to be entered in the Test Administrator section of the answer document.

Alternate Assessment Scales



Entering Scores for the Alternate Assessment Scale

23 (A) (B) (C) (D) (E) 35 (A) (B) (C) (D) (E) 47 (A)
24 (A) (B) (C) (D) (E) 36 (A) (B) (C) (D) (E) 48 (A)

TEST ADMINISTRATOR USE ONLY

E	F	G	H	I	J	K	L	M	N
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9
No	No	No	No	No	No	No	No	No	No

FIRST NAME DATE

Row	Subtest
G	Communication Arts - Reading score
H	Communication Arts - Writing score
I	Mathematics score
J	Social Studies score
K	Science score

MontCAS, Phase 1, Spring 2006 Testing

47



This slide shows columns G-K where the alternate assessment subject scores should be entered.

On the right portion of the slide is the key that shows the column for each subject score.



Quick Facts

Alternate Assessment Scales

- Grades 4, 8, 11
- Reading, writing (language arts), math, social studies, science
 - May be used for 1 or more subjects
 - Not necessary to complete for all subjects
 - Subjects tested by alternate assessment scale should be specified in IEP and LEP plans
- Checklist completed by teacher
- May be appropriate for IEP, LEP, and 504 students

MontCAS, Phase 1, Spring 2006 Testing

48



Please make certain special education directors and special education teachers are aware of the basic information and details of the Alternate Assessment Scales.

Materials for Alternate Assessment Scales

Online on Assessment Phase 1 Website

<http://www.opi.mt.gov/assessment/nrt.html>

- *2006 Montana Guide for Test Coordinators*

Other Materials

- Iowa Test Assessment Handbook, 2002*
- Iowa Test Alternate Assessment Scale, Grade 4, 2002 *
- Iowa Test Alternate Assessment Scale, Grade 8, 2002*
- Iowa Test Alternate Assessment Scale, Grade 11, 2002*

***systems and schools may have printed copies from previous years**



The materials for the alternate assessment scales are online and may be printed and copied as needed.



Structure of Alternate Assessment Scale

- Based on performance standards of Montana Standards Framework
- Organized in areas of reading, writing (language arts), math, science, and social studies
- Scales reflect Novice, Nearing Proficiency, Proficient, Advanced levels of performance in Standards Framework
- Scales ordered in ascending level of difficulty
- Novice-Extension Scale added to broaden scope to encompass students with more severe disabilities

MontCAS, Phase 1, Spring 2006 Testing

50



The Alternate Assessment Scale is referenced to the Montana Standards Framework, and is organized around the same curricular areas.

Each content area is assessed relative to the four-level performance-standard framework that appears in the Standards document. This framework measures performance as falling within levels of Increasing Difficulty, Entitled Novice, Nearing Proficiency, Proficient, and Advanced.

In order to capture the performance of students whose instructional program is referenced to skills that do not fall within these grade-referenced standards, a Novice-Extended scale was added to each content area. This scale broadens the scope of skills assessed to address the needs of students with more severe disabilities.



Extended Standards

Broadening the Standards Framework

- Focus is on basic skills that provide a foundation for further development
- Skills are categorized within existing Standards Framework curricular areas
- Sample benchmarks are provided to assist teams in “thinking broadly” when considering students with the most severe disabilities

MontCAS, Phase 1, Spring 2006 Testing

51



Extended standards encompass skills that have been described as foundational skills or access skills. They have been organized within the existing curricular content areas to ensure the link between instruction focused in these areas and the general education curriculum. The extended standards focus on skills that are essential for development and interaction with others, and are applicable in a wide range of situations during the course of daily life. For this reason, sample benchmarks are provided to assist those completing the scale to “think broadly” when considering the performance of students with the most severe disabilities.



Administering the Alternate Assessment Scale (AAS)

- Scale is completed by one or more individuals most familiar with a student's skills in the area being assessed
- Begin scoring with the Novice Extension scale in each subject area for all students
- Continue to the next scale until the point is reached where all responses within a scale are coded "N"
- Proceed to the next subject area

MontCAS, Phase 1, Spring 2006 Testing

52



The score is cumulative until all responses within a scale are coded "N"

Scoring of Alternate Assessment Scale

- Yes/No format tied to checklists of performance standards
- For Novice-Extension, “yes” encompasses assisted as well as independent performance
- For Novice through Advanced scales, “yes” means skills *meet or exceed* performance standard



MontCAS, Phase 1, Spring 2006 Testing

53

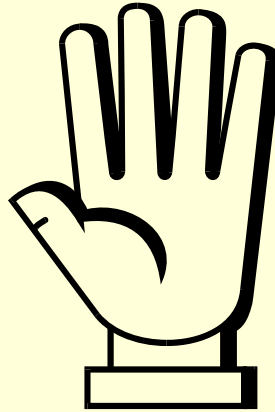


The items in each scale of the Alternate Assessment are displayed in a checklist form, and the evaluator must circle a “yes” or “no” to indicate whether or not this is a skill the student possesses. It is important to read the scoring instructions to make certain you have a good understanding of what a “yes” means in this context, and what a “no” means.

For the Novice-Extended Scale, a “yes” encompasses ASSISTED as well as INDEPENDENT performance. For the Novice through advanced scales, a “yes” means that the student’s skills MEET or EXCEED the performance standard.

Scoring Clarification Provided

- See Directions at the *beginning* of the AAS
- Caution Icon used to remind administrator to read and score carefully



MontCAS, Phase 1, Spring 2006 Testing

54



When applied to each of the performance standard statements of the Montana Standards Framework, there are some wording combinations that may be confusing to test administrators.


Clarification has been added at the beginning of the Alternate Assessment Scale booklets for each grade level. This information is highlighted by the hand icon you see on this slide.

This icon reminds administrators to stop, read, and score carefully.

Scoring Examples Provided

SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet  **OR exceed** the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **NOVICE READING SCALE**:

"Sometimes demonstrates an understanding of the elements of fiction and nonfiction."

If you are evaluating the skills of a student who:

consistently demonstrates an understanding of the elements of fiction and nonfiction,
the item should be scored "Y"

does, at times demonstrate an understanding of the elements of fiction and nonfiction,
the item should be scored "Y"

rarely demonstrates an understanding of the elements of fiction and nonfiction, the item
should be scored "N"

does not yet understand the elements of fiction and nonfiction, the item should be
scored "N"

MontCAS, Phase 1, Spring 2006 Testing

55



In addition to the general instructions, an example of a potentially confusing scoring situation is provided at the beginning of each scale in each content area.

These examples were provided to give scoring guidance throughout the process of completion of these scales.

Packaging/Shipping



MontCAS, Phase 1, Spring 2006 Testing

56



Packaging/Shipping for Receipt/ Scoring Riverside - 2006

- Refer to the diagram in the “Guide” on **page 18**
- County superintendents who are test coordinators for more than one system must complete an OSS for each system and mail materials for each system in separate containers.
- If your system has tested any grades other than 4, 8, and 11, you must complete the OSS provided in the pretest package for the off-grades and return it separately with the materials to be scored.
- On-grade and off-grade materials may all be shipped at the same time via the state-issued ARS labels, but they must be in **separate shipping containers**.

MontCAS, Phase 1, Spring 2006 Testing




57



Many county superintendents are test coordinators for more than one system. Test coordinators must complete an OSS (Order for Scoring Services) for each system. Each system's materials must be mailed separately from other system's materials.

On-grade materials include grades 4, 8, and 11. Off-grade materials include all other grades. On and off grade materials must be shipped in separate containers

Final Reminders

- State reports follow all district reports
- Deadlines must be kept. 
- All answer documents **must** be picked up by **April 14, 2006**

MontCAS, Phase 1, Spring 2006 Testing


58



First in, first out

- The more quickly you get your answer documents to Riverside, the more quickly you will get your reports
- State reports cannot be run until district reports are finished
- Do not wait until April 14 to send your answer documents; send them as soon as possible
 - This will ensure speedy results for both you and the State
 - April 14 is the last possible day to send the answer documents. Use the mailing materials provided by Riverside.

Upon Receipt of the Reports Report Verification Form – 2006

- Report Verification
 - Will be provided by Riverside and returned to Riverside
 - **Test coordinators will receive with test results**
 -  **Test coordinators will return the form to Riverside within ten working days**

MontCAS, Phase 1, Spring 2006 Testing

59



Test coordinators need to review reports as soon as reports are received.

Any discrepancies must be reported to Riverside within 10 working days. A form will be included with the test result reports.

Riverside contacts OPI on any discrepancy reports for approval of any requested changes.

If the discrepancy is due to system error on your part, there may be a charge from Riverside.

Training/Test Security



MontCAS, Phase 1, Spring 2006 Testing

60





Training and Test Security



MontCAS, Phase 1, Spring 2006 Testing

61



Standard administration and test security are necessary for accurate data.

Training of system and school personnel involved in any phase of testing must be provided before testing. This includes school test coordinators and test administrators.



Planning Ahead

- ***Plan local training for***
 - School test coordinators
 - Classroom test administrators
 - Special education teachers
- ***Plan for program coding***
 - After students have taken the test

MontCAS, Phase 1, Spring 2006 Testing

62



1. Because of the variety of options available when making accommodations for students, it is important that test administrators begin well in advance of the testing window to prepare for those needs.
2. Each individual IEP or 504 plan needs to be checked to ensure that the identified accommodations are provided.
3. This double check of the plan is also necessary to ensure that adequate resources are available to provide the listed accommodations.

Tips for Classroom Test Administrators

- Program coding is by school personnel only
 - After testing
 - By law, students are not permitted to see program coding
 - See the **Montana Test Coordinators Guide (p. 26)** for guidelines on coding F/RL. School or system test coordinator should complete this, **not the classroom test administrator.**
- Race/ethnicity coding
 - Choose only one
 - Recommended that school personnel complete to agree with school records

MontCAS, Phase 1, Spring 2006 Testing

63



1. We suggest that schools make multiple copies of coding procedures for each classroom test administrator and refer to the copies when training test administrators.
2. It's important that test coordinators inform classroom administrators of the program coding procedures and that the test coordinator make arrangements for the coding to be accomplished after the testing.
3. And, we recommend that these tips and school contact information be in each classroom test administrators' lesson plans .
4. Program coding should occur after the student has completed the test and students should are not permitted to see this confidential information. Page 26 of the "Guide" explains methods of determining and coding Free/reduced lunch (F/RL)

Test Security



All test items and responses to those items in the NRT are secure materials and may not be copied or duplicated in any way.

Secure materials that remain in the school or system must be stored in a locked and secure location.

It is very important to review test security information with test administrators during test administration training.

MontCAS, Phase 1, Spring 2006 Testing

64



The integrity of the materials and the results are dependent upon keeping materials secure and following standardized testing procedures.

Please include information on test security when training system and school staff involved in any phase of testing. Each person handling secure test materials, planning testing accommodations, or administering the test must be trained regarding security issues.

OPI Test Security

- Any concern about breaches in test security or noncompliance with test administration procedures must be reported immediately to the principal and system test coordinator and to the State Assessment Director.
- *OPI Guidelines and Procedures for Test Security* is online
<http://www.opi.mt.gov/Assessment/Phase2.html#STD>
 - This OPI publication outlines procedures for reporting testing irregularities and should be made available to system superintendents, principals, and test administrators.
 - Included on this CD for Test Coordinators is a Power Point slide show summarizing the *OPI Guidelines*.

MontCAS, Phase 1, Spring 2006 Testing

65



The Office of Public Instruction has compiled important guidelines and procedures for test security.

A PowerPoint presentation summarizing *OPI Guidelines and Procedures for Test Security* is included on this CD as well as online. In addition, a paper copy is included with the *Test Coordinators' Guide*. Please make copies for system and school staff as needed.

And, please include the PowerPoint slide show of *OPI Guidelines and Procedures for Test Security* when training system and school staff.

Included in the *OPI Guidelines* is a form for reporting security or testing irregularities. It is the responsibility of school personnel to report these irregularities.

Questions

- A Message Board, organized by topic, is located on the OPI website.
- Link:
 - <http://www.metnet.mt.gov>
- User ID and Password
(case specific—all small letters)
 - opi
 - assess



MontCAS, Phase 1, Spring 2006 Testing

66



The Office of Public Instruction is providing a message board on the OPI website for your questions concerning MontCAS, Phase 1.

The message board is organized by topic. By consulting the message board, you may find that your question has already been asked/answered.

Thank you for attending to all the
details

Please Sign Out

- As soon as you have finished viewing the CD, please go to the following link for a short, but important, questionnaire.
Thank you.
- <http://www.opi.mt.gov/regforms/06crtcd/signup2.txt>



MontCAS, Phase 1, Spring 2006 Testing

67



We need to confirm that you have viewed this PowerPoint. Please go to the link on the slide to complete a brief questionnaire.

More Questions ?

- Judy Snow
 - jsnow@mt.gov
 - 406-444-3656
- Brittanny Black
 - bblack@mt.gov
 - 406-444-4431



MontCAS, Phase 1, Spring 2006 Testing

68



Thank you for viewing this PowerPoint and sharing the information among your system and schools.

Please call Judy or Brittanny with questions or comments.